

Fall 2009

Information Media News, Vol. 39, No. 1

St. Cloud State University

Follow this and additional works at: https://repository.stcloudstate.edu/im_newsletter



Part of the [Instructional Media Design Commons](#), [Other Education Commons](#), and the [Training and Development Commons](#)

Recommended Citation

St. Cloud State University, "Information Media News, Vol. 39, No. 1" (2009). *Information Media Newsletter*. 20.
https://repository.stcloudstate.edu/im_newsletter/20

This Newsletter is brought to you for free and open access by the Department of Information Media at theRepository at St. Cloud State. It has been accepted for inclusion in Information Media Newsletter by an authorized administrator of theRepository at St. Cloud State. For more information, please contact rsuwexelbaum@stcloudstate.edu.

Dean's Corner

On July 21, 2009, we celebrated the 40th anniversary of people walking on the moon. Those of us who remember the anticipation and excitement of that day know what a technological, communications, and aviation achievement it was. Decades of work culminated in an event watched around the world. It truly felt like a giant leap.

There have been other achievements in the past 40 years as well, most without a single defining moment, but still with repercussions felt around the world. The expansion of the Internet, medical breakthroughs, mobile phones, the human genome project, etc., are all examples of innovations that have changed our lives.

During this time period we have also made decisions to step back and readopt some successful technologies and practices from the past. An example would be the recent investments in wind energy.

We live in amazing times! Even with the complexities and challenges of the current economy, those of us who help prepare others to live, work, and learn in this changing environment have a responsibility to shape the next leaps we will take as a region, state, nation, and world in the years ahead. Most importantly we need to educate ourselves and others on how to adapt to new possibilities, explore new ideas, and imagine the future.

Within LR&TS and CIM, I want to take a moment to recognize an employee who is going to be taking a personal leap into retirement in January 2010. Ann Chmielewski has been the office manager for our organization for over 10 years. Her commitment to our students and her wisdom and knowledge of CIM, LR&TS, and the university will be difficult to replace. We wish her the very best as she makes this leap.



Dr. Kristi Tornquist, Dean

In This Issue

CIM Coordinator's Column	2
Graduate Profile	3
New to LR&TS	4
VoIP Rivals e-Conferencing Tools.....	4
NASA Educator Resource Center.....	5
Spring and Summer 2009 Graduates	5
Internship at Library of Congress.....	6
One Giant Step - the Internet	7
An Unlikely Combination	8
Catch the Latest	9
The New Online Learners	8
Saturday Institution Notes	9
CIM Advisory Committee Notes	9
New Graduate Assistants	10
Spring 2009 Scholarship Recipients	11

CIM Coordinator's Message: Forty Years and Counting

by Merton Thompson

Just as it took the vision of John Kennedy and thousands of scientists, engineers, and others to successfully place Neil Armstrong and Buzz Aldrin on the moon's surface on July 21, 1969, it has taken people of vision to create and sustain the Center for Information Media and its programs. In many respects, it is difficult for some of us to believe that it has been over 40 years since these events occurred. In 1963, while the U. S. was at the beginning stages of moon travel exploration, Luther Brown, Director of Instructional Resources for the campus, created the department of Library Science and AV

As described in a previous article, one of the major efforts of Berling's leadership was to create a physical facility that met the information and technology needs of the campus and the academic program. As a result, we entered the 21st century the beneficiary of the vision of these two men, one creating a new approach to providing service and instruction to the campus, the other creating a facility that would allow the service and instruction to more fully meet the needs of the campus and the surrounding community.

Even though the U. S. has not been back to the moon since 1972, our society and the world have been the beneficiaries



“The staff of LR&TS and CIM are attempting to use their visioning skills to create an academic program to meet student needs of the next decades of the 21st century.”

Education and served as its chair. The department offered a minor in Library Science that led to licensure in Minnesota as a School Librarian. In 1970 Brown became the first Dean of Learning Resources Services for the campus.

One of the more unique aspects of this academic program was that the teaching faculty was composed of faculty who had service responsibilities to the campus as a whole. A self-study conducted in 1967 stated that the integration of the service faculty and the instructional faculty made it possible to use their specialized strengths in both service and instruction. The concept of faculty whose responsibilities were to provide library and audiovisual services to the campus as well as to also provide direct instruction to students in classes was a relatively new one. But it is one that has proven to be successful over the past 40 years. This success is most likely due in part to a dedicated faculty and the fact that they often taught in the same areas in which they provided service.

In 1977 John Berling replaced Luther Brown as Dean of Learning Resources and director of the chair of the department. In 1983, the department, offering master's degrees since 1967, changed its name to the Center for Information Media to more closely reflect the language of the field. The name remains in place today.

of the changes brought about by this exploration. The miniaturization of electronics has resulted in the widespread use of computers and other electronic equipment (gps, cell phones, ATMs to name a few) throughout our homes, schools, and businesses. It can be argued that these changes may or may not have led to an improved quality of life, but it cannot be argued that these advancements have led to changes in almost every aspect of our lives.

Similarly, the vision of Luther Brown and John Berling led to the creation of a strong academic program that prepares educators, instructional designers, trainers, technology coordinators, and others to apply a very wide variety of media and technologies to solve problems in the workplaces of today and tomorrow. Today as NASA and U.S. leaders are considering a return to the moon and exploration deep into space, the staff of LR&TS and CIM are attempting to use their visioning skills to create an academic program to meet student needs of the next decades of the 21st century, a world in which change seems to be the only constant. What changes lie ahead? What will the needs of our students be in 5 years, in 40 years?

Whatever lies ahead, here's to the next 40 years and the challenges they will bring. Let's hope that the vision of the administration, faculty, and staff of LR&TS and CIM serves students of the future as well as it has those in the past.



Tony Tao grew up in Tianjin, the third largest city in China. He earned his B.A. in English at Nankai University in 1994, and then worked in several joint-venture companies in China. In 2001, Tony came to SCSU to pursue his Master's degree in Instructional Design and Training. The variety of courses and the practical approach on the curriculum design brought Tony to SCSU's CIM Track III program. He also believes that the instructional design I and II courses not only build a good theory foundation for the students, but also bring them into projects in real life. This practical approach greatly reinforced what he has learned in the class.

Currently Tony works as a Project Manager and e-Learning Developer at Fredrickson Communications in Minneapolis. His organization provides a wide-range of consulting services, including instructional design, e-learning course development, LMS integration, and technical writings. "My education at SCSU benefits my work greatly," Tony said, "and I have applied the instructional design theories to my projects successfully. For example, I always use the ADDIE model in the course development and project management. I am glad that these courses have fulfilled the clients' business needs, and they are well received by the learners."

The special interests of Tony in the information media field land on the instructional technology. He thinks it is amazing how technology changes the way of communication, for ex-

ample, using Google, Facebook, and Twitter. Meanwhile, he is interested to explore how technology reshapes our ways of learning in the future.

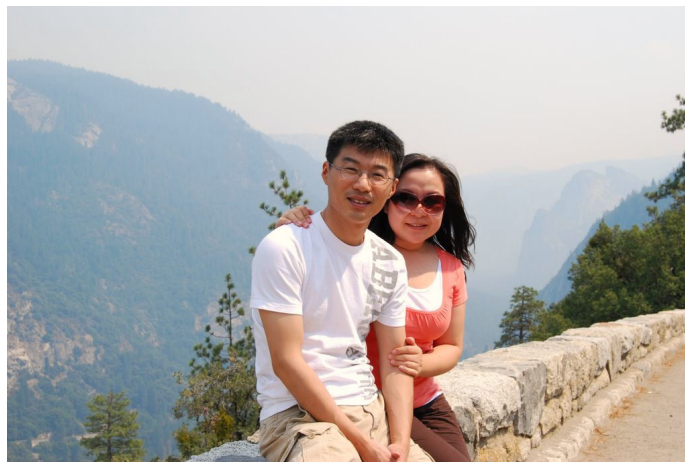
Referring to interests or current pursuits in the areas of research, publications, and presentations/conferences, Tony currently is a member of PACT (Professional Association for Computer Training). In August, he presented in a knowledge share session on using Articulate, a very popular rapid e-learning tool, for the PACT audiences. As an instructional

designer and e-learning developer, his passion is creating highly interactive training materials to fulfill the learners' need and help them achieve their learning goals.

Tony is interested in the new technologies in communication and how they have changed the ways of learning. For example, people are comfortable finding their answers in Google, and learn what they need in Wiki that brings a good discussion on the futures of learning and teaching. Furthermore,

Tony's hobbies fall into a big variety, including painting, photography, music, and travel. He loves traveling, especially to the National Parks, which is a great experience to enjoy the beauty of the nature.

At the end, Tony would like to thank Dr. Jeanne Anderson and Dr. Dennis Fields for their guidance and advice on his study and research. Also, he expressed much appreciation to his wife for her great support during the years.



Welcome New to LR&TS

by Mu He

Mark J. Baas has been hired as the Associate Dean for Instruction and Educational Technology within Learning Resources & Technical Services. Mark grew up on a century family farm in north central Iowa. He received his Doctorate in Adult and Higher Education and Juris Doctorate degrees from the University of South Dakota in Vermillion.

Prior to joining the Dean's Office, Mark worked at the Mayo Clinic for 3 years and the University of South Dakota (USD) for 3 years. He served in administrative roles at both Mayo Clinic and USD.

Mark is excited to be working with the LR&TS faculty and staff. In his spare time he enjoys spending time on anything with two wheels. Mark's wife Becky is a Speech Language Pathologist and currently works at Mayo Clinic.



Mark J. Baas

VoIP Rivals e-Conferencing Tools

by Plamen Miltenoff

Voice over IP (VoIP), or Internet Telephony, also identified with one of the oldest and most popular providers, Skype, is a rapidly expanding technology. Despite drawbacks due to sound quality, for several years VoIP has been used widely privately and is making rapid progress in the K-12 and higher education markets.

On the other side, big-time players in the field of e-conferencing tools, such as Elluminate, Adobe Connect, WebEx, etc., captured the educational market with the obvious push of distributive learning from asynchronous to synchronous mode. e-Conferencing tools allow live audio and video connections, desktop sharing, white board, and archiving of the live sessions.

The new, 4.x version of Skype (<http://www.skype.com/intl/en/download/skype/windows/>) is showing strong intent to compete in the profitable e-conferencing tools market. Skype's new radically different version has an "Extras" feature under "Tools." Extras are free

programs that can be integrated with Skype and enable archiving of both audio and video, desktop sharing, white board, and a myriad of other applications divided under "Sharing," "Productivity," and other categories.

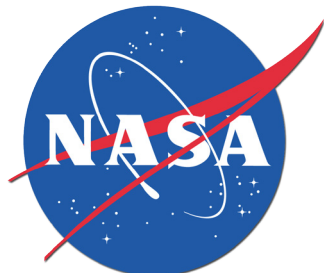
Advantages of using Skype and its Extras as e-conferencing tools? It is "free" (no hefty licensing fee as with Adobe Connect), and often better quality than Adobe Connect. The disadvantages of using Skype revolve again around being "free." The free Skype version, versus the Skype Pro version, limits the number of participants, as does the "free" version of Adobe Connect (Adobe ConnectNow, <http://www.adobe.com/acom/connectnow/>) and the "free" version of Elluminate (vRoom, <http://www.illuminate.com/vroom/?s=CPP0107>)

Bottom line? In the world of highly unreliable technologies, keep a "free" e-conferencing tool, one you are comfortable with, such as Skype or Adobe ConnectNow, or Elluminate vRoom, up your sleeve to secure that desirable synchronous connection with your students.



St. Cloud State University's NASA Educator Resource Center

by Susan H. Motin



The beginnings of St. Cloud State University's NASA Education Resource Center (ERC) began in the College of Education with Dr. Ken Kelsey, Professor in the department of Teacher Development. For a number of years, Dr. Kelsey facilitated

workshops for K-12 educators and created K-12 curriculum related to NASA's research and development. Dr. Kelsey's work was certainly taken into consideration when in the early 1980s, NASA identified universities across the United States to establish NASA Education Resource Centers; St. Cloud State University was chosen as one of these universities. Dr. Doreen Keable, Professor and Coordinator of Center for Information Media, was the first coordinator of the ERC. From 1984 until 2000, the ERC was under the responsibility of the Center for Information Media. In the fall of 2000, when the James W. Miller Learning Resources Center opened, the ERC became the responsibility of the library.

Today, St. Cloud State University is home to one of NASA's 70 nationwide Educator Resource Centers. Housed on the first floor of the James W. Miller Learning Resources Center, it provides materials, support, and guidance to educators and information to the general public. NASA supplies the Center with brochures, booklets, photographs, posters, videotapes, slides, and CDs.

NASA's Educational Program includes activities for students, teachers, faculty, and institutions. NASA gears its materials to all grade levels, from primary school to high school and university students and faculty. The materials focus on science, mathematics,

geography, and technology instruction. This collection also includes materials related to biology, physics, earth science, exploration, and space science.

All of these materials are available free of charge to people visiting the Resource Center and to educators who request them. To request these free materials contact Pat Post, Director of the Central Minnesota Library Exchange (CMLE), at (320) 308-2950 or cmle@stcloudstate.edu. For further information about the Educator Resource Center, see the SCSU NASA Educator Resource Center web page <http://lrts.stcloudstate.edu/library/special/nasa.asp> or contact Susan Motin, Outreach Librarian, at (320) 308-4996 or smotin@stcloudstate.edu. For more information about NASA's Educator Resource Center Program: <http://education.nasa.gov>



Looking for more information about NASA and stories about the Apollo moon landing? Please visit us in the Miller Center or our website: <http://lrts.stcloudstate.edu/library/special/nasa.asp>

Congratulations to the Spring and Summer 2009 Graduates and Certificate Recipients!

Spring 2009

Ryan Seib (Major)*
Bireshwar Ghosh (Minor)
Brad Nesheim (Minor)
Mark Bremel*
Molly Freeman*
Nataliya Balabanova (Track III)

Kristine Christianson (Track I and III)
Kristina Kampa (Track II)
Romaric Zongo (Track III)

* Denotes Undergraduate Instructional
Technology Certificate



Summer 2009

Karen Landsverk (Minor)
Karl Klint**
Michelle Kustermann**

** Denotes Graduate Instructional
Technology Certificate

Mark Bremel Finishes Internship at Library of Congress

by Tom Steman, University Archivist

CIM major Mark Bremel completed a Junior Fellows 10-week internship at the Library of Congress in Washington, DC, last summer. Mark is studying in Spain this semester and hopes to graduate this December. After graduation, Mark hopes to attend graduate school. During the 2009 spring semester, Mark served as an intern at University Archives. Upon returning from Washington, Mark discussed his experiences at the Library of Congress.

Why did you decide to apply for the internship?

Interested in rare book librarianship, I applied mainly out of curiosity. I was curious to know what kind of work occurred at a federal government institution and a large library, what such an institution deemed important to American intellectual life, and how those beliefs were carried out.

On what projects did you work?

With another intern, I organized and integrated into the library's holdings the library of Rouben Mamoulian, (1897-1987), a noted ethnic Armenian stage and film director who immigrated to the United States in the 1920s. This collection comprised of 4000 volumes ranging from Old West fiction, Shakespeareana, and art, to gardening, theatre, film, geography, and world religions.

What kind of tasks did you do?

The process of organizing the collection involved many steps. In fact, we didn't have time to finish. First we checked each item against the library's database, separating items into two parts. One was volumes which the library already owned and the other identified volumes that were entirely new acquisitions. We then worked with the volumes already owned and left the new acquisitions for cataloging.

The next step was to assess the duplicates, destined for storage at Fort Meade in Maryland. We fit polyethylene covers on every dust jacket, measured the item for a custom box if it was too damaged to withstand any handling and transportation, and affixed polyethylene cuffs for bar codes to items without dust jackets. With help, we chose items that were rare enough to stay, particularly those inscribed by George Gershwin and Billie Burke.

We then created holding records for each of the newly acquired copies and linked them to the collection name. The work we completed can be viewed by searching this collection name in the Library of Congress catalog.

What were some of the exciting things you learned during your internship?

I discovered books with inscriptions from William Saroyan, George Gershwin, Greer Garson, and others. It was amazing to hold the same books that Mamoulian owned and that these inscribers, who before had existed to me only in writing, in music, or on the screen, had signed.

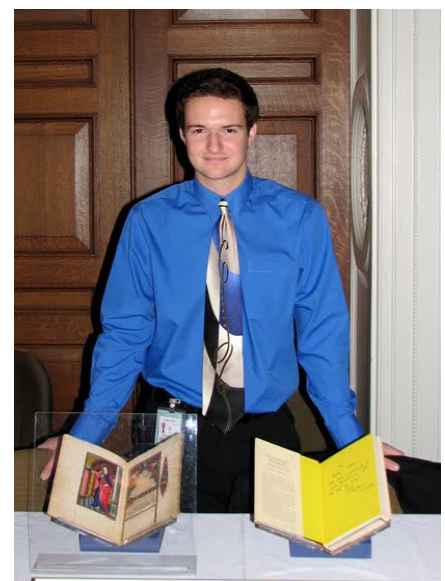
It was exciting to discover the collection's gems: an 1854 first edition children's book with hand colored plates by George Cruikshank; a 1769 one-of-a-kind, hand illuminated Armenian

manuscript from the Persian Empire. I enjoyed learning about Mamoulian, about whom I knew nothing prior to the internship, by paging through the books, reading notes he wrote to himself, messages written to him by friends, and seeing the photographs of family and friends. Doing so made him a real person with whom I felt I could identify.

I found updating the online catalog to reflect new acquisitions exciting. Doing so sparked an interest in databases and information systems.

Would you recommend this internship to other CIM students?

I highly recommend it to other CIM majors. Even if a student is not interested in libraries, the Library of Congress offers valuable work experience and an opportunity to live and work in Washington. The library hires Junior Fellow interns to work not only in the library, but also in its Copyright Office; Science, Technology, and Business Division; Congressional Relations; and Audio-Visual Conservation.



One Giant Step . . . The Internet

by Mu He

On October 29, 1969, ARPANET, known as the embryo of today's Internet, was born at the University of California, Los Angeles. ARPANET was created by the United States military, which intended to build a communication network that would not and could not be destroyed even by a nuclear attack, which, luckily, has never happened. Shortly after the invention of ARPANET, engineers started to experiment how to transfer text messages among the networks, and their endeavor created one of the greatest Internet applications email. In 1971, Ray Tomlinson was credited as sending the first email and he invented "@" symbol to separate usernames from addresses. Furthermore, since today's Internet inherited e-mail architecture from ARPANET, an email sent on the Internet now is very similar to the one sent in the 1970s.

Early Internet broke through the national boundary in 1973 while the first international network link was connected between the United States and the University College London. That was also the first footprint of today's World Wide Web.

In 1978, commercial interests came into the network, which paved the road for the boom of Internet at the beginning of 21st century. Meanwhile, given the popularity of TCP/IP protocol since 1983 and the support from the network regulation department, university networks, commercial networks, and other private networks began to interconnect with one another. Several commercial Internet service providers (ISP) were also formed at that time.

On August 6, 1991, a Pan-European organization publicized the World Wide Web project to facilitate particle research, but this project finally established a global network which is not solely serving for physical studies. In 1994, based on the World Wide Web, the publication of the Netscape browser successfully bridged the last technical gap between the Internet and common people. Before Microsoft integrated Internet Explorer into the Windows 98 operating system, Netscape not only dominated the market share, but also contributed to the rise of commercial network service providers, such as AOL and Prodigy, by appealing more and more people to use the Internet.

The year 1998 witnessed the debut of another Internet killer application. At a friend's garage in Menlo Park California, Larry Page and Sergey Brin started Google, a well-known Internet search engine, which still dominates the search engine market. Moreover, Google's culture and success inspired many people to strive for the development of Internet searching technologies.

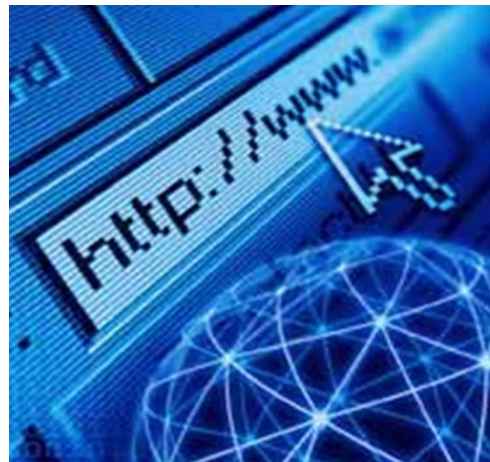
2001 was not a good year for most of the Internet dotcom (.com) businesses, because the collapse of the NASDAQ in the stock market burst the dotcom bubble and brought a harsh winter to the Internet. Due to the capital pressures, lots of fragile dotcom companies were swept out by acquisition and liquidation. However, fortunately, the survivors finally found the better business model which later fostered another robust growth of the Internet.

In 2004, Tim O'Reilly raised public attention to the Web 2.0 concept, and then based on related technologies, blogs, wikis, and social networking technologies, jumped into Internet users' vision and kept growing exponentially. Web 2.0 applications, such as YouTube, Facebook, Flickr, and Wikipedia, grant people the power to share and access information, which is gradually changing people's life styles, communication methods, and/or other social or economic behaviors.

Forty years is just a moment in human history. However, the development and deployment of the Internet technologies dramatically change our world given this short time span. It greatly promotes the growth of productivity and significantly enhances the efficiency of human communication like a revolution. As Bill Clinton said, "advances in computer technology and the Internet have changed the way America works, learns, and communicates. The Internet has become an integral part of America's economic, political, and social life." And it is also true from a global prospect. Finally, for the Internet, "40 years" is just a beginning.

References:

Castells, M. (2001), "Lessons from the History of Internet", in "The Internet Galaxy", Ch. 1, pp 9-35. Oxford Univ. Press.
Living Internet, <http://www.livinginternet.com/>
The Next Web, <http://thenextweb.com/>



An Unlikely Combination

Information Media at Linden Hill

by Alex Ames



“ I am grateful beyond words to the circumstances of background, which my parents’ resources could provide me with human necessities, a good education, and wherewithal to have a comfortable living,” wrote Laura Jane Musser of Little Falls, Minnesota, heiress to the Musser lumber fortune and resident of her parents’ Linden Hill estate. “I am grateful for the heritage of a healthy mind and body, and I am grateful to my many friends from all over the world for their many contributions to my development in human understanding, and in helping me to become a better person. In their name may I make my life a life of service.” Laura Jane Musser’s life was indeed one of service, unparalleled in the breadth, depth, and diversity of her intellectual and philanthropic interests. Laura Jane Musser spent the majority of her adult life in her parents’ Linden Hill estate, on the banks of the Mississippi River in Little Falls, just 30 minutes north of St. Cloud. An accomplished musician, Laura Jane used her own financial resources to bring famous musicians including Van Cliburn and Marian Anderson to the rural Minnesota town and taught literally hundreds of local children to play the piano. Laura Jane gave readily to a variety of local causes, including the Little

Falls Fire and Police Departments as well as the public school. Yet perhaps Laura Jane’s greatest gift to the people of Little Falls came after her death with the donation of her Linden Hill estate, consisting of two Victorian mansions on a 10-acre estate on the Mississippi, to the City of Little Falls.

Valued by many members of the community, Linden Hill has nonetheless posed many challenges for the people of Little Falls. What is a small town to do with an estate valued at \$3 million, one that costs hundreds of thousands of dollars a year to maintain? The Friends of Linden Hill, a non-profit 501(c)3 public charity, has found the answer in a unique combination of facilities rental and educational programming. When I first visited Linden Hill in September 2008 to volunteer as a member of a harp ensemble that performed at a concert, I was immediately struck by the 10,000+ volume library that the two mansions hold. Knowing that I would need to complete an internship to fulfill the requirements of my M.A. in Public History at SCSU before moving on to get my Master’s of Library Science in hopes of pursuing a career in archives management, Linden Hill seemed like the natural fit. Beginning my internship in January 2009, little did I know that another part of my undergraduate Information Media training would prove essential in my internship: instructional design.

More than any immediate requirement for organization of library or archival materials, last January, Linden Hill faced the need to develop K-6 educational programs that would fulfill the organization’s commitment to community service. The organization’s one paid employee and its numerous volun-

teers were so busy keeping the organization financially afloat and operating effectively that they had little time to develop field-trip programs. Combining my training in historical research and instructional technology, I developed four interactive educational lessons that double as field trip experiences as well as in-classroom activities that Linden Hill can offer to regional school districts. One of the lessons, ‘Clue’ at Linden Hill, was piloted in a sixth-grade classroom and emphasizes the use of primary source materials to arrive at historical conclusions. The lesson is based on the popular board game Clue: students utilize ‘clues’ about the past in hopes of understanding the intricacies of the lumber industry. Another lesson, Life at the Mansions, Life at the Camp, was presented to St. Cloud second-graders on the Linden Hill estate and explores the differences between the lifestyles of 19th-century lumber barons and lumberjacks.

While my interest in Linden Hill’s library drew me to the historic site, it was my background in instructional design that made my internship possible. The dedicated staff and



volunteers at Linden Hill work to assure that the “development of human understanding” be promoted through the legacy that Musser left for Little Falls and Central Minnesota at Linden Hill. Her life indeed was “a life of service,” service continued today on the historic estate she called home.



Parlor of the Weyerhaeuser
Mansion at Linden Hill

Music Room of the Musser
Mansion at Linden Hill

Catch the latest...

For this new section we welcome current and former CIM students’ announcements of births, new jobs, awards, or anything else you would like newsletter readers to know.

If you have news to share, send an e-mail to Mary Waite at wama0802@stcloudstate.edu. We will include as many items as we can with the space available.

Ann Carstens and husband Trevor welcomed a daughter, Meredith Quinn Carstens, born on July 15, 2009. After enjoying some family leave, Ann returned to her job as a media specialist at Holy Family Catholic High School in Victoria on October 5, 2009.

Holly Thompson is working at Crest View Elementary School in Brooklyn Park, MN. She wrote, “I am grateful to be working in a district (Osseo Area Schools) that fully believes and supports a media program as we have been taught it’s supposed to be.”

Kristina Kampa, 2009 Track II graduate, and her husband Andy welcomed a son, Finn Anderson Kampa,

on March 20, 2009. Kristina returned this fall to Fieldstone Elementary School in St. Michael for her eighth year as a media specialist.

Jill Berg and her husband Brad welcomed a son, Charlie Ormand Berg, born on August 1, 2009. Jill is currently at home with her son, and she is working on completing her portfolio.

Neil Andruschak is the media specialist at Lindbergh Elementary, a K-5 elementary school in Little Falls Community Schools district. He wrote, “Students come to see me for media classes and I work with the staff to provide access to the resources from my media center and beyond.”

Emily Stenberg is the media specialist at two elementary schools in the Little Falls Community Schools district, Dr. S. G. Knight in Randall and Lincoln in Little Falls. She also helps out at Lindbergh Elementary two mornings a week. She wrote, “Each elementary school in the district has different media needs, so the hardest part has been figuring out what I can and should do where.”

Save the Date

The 31st Annual Children’s
Literature Workshop
June 21 - 22, 2010

Will Hobbs,
Derek Anderson,
and more!

More information to
follow in Spring 2010
Newsletter.



Take Notes

Kate Steffens stepped down as dean of the College of Education to take a position at Walden University as dean of its Riley College of Education and Leadership. Glen Palm, a professor and chair in the Department of Child and Family Studies, has been named interim dean.

The CIM Advisory Committee meeting took place Thursday, November 12. An article detailing the meeting will be included in the Spring newsletter.

NO Saturday Institute Spring semester 2010.

For the past several years, CIM has begun classes each semester with a Saturday Institute. All dual numbered and graduate classes met for the first time in a face-to-face fashion on a Saturday near the beginning of the semester. This year we have decided to **NOT** hold the Saturday Institute to begin spring semester; the weather in January is simply too unpredictable. As noted in the schedule, all classes will begin the week of January 11-15. We are planning to continue the Saturday Institute for fall semesters. More information will be available on the Fall 2010 Saturday Institute later this year.



Dana Woods

Dana Woods. When he's not in the Vera W. Russell Curriculum Technology Center, you might find Dana Woods riding his bike, running, or taking a chilly dip in Quarry Park. Dana, a new graduate assistant in the CTC, also enjoys fishing and traveling. This fall he trained for the Monster Half Marathon at Lake

Harriet.

Dana has a Bachelor of Arts degree in economics from the University of Minnesota Morris, and he is one credit shy of a Master's of Social Studies Education with an emphasis on economics. He plans to complete the Track II graduate program, but he also expressed interest in Track I. Dana said, "The opportunity to study both theory and practice of instructional technology and educational media" attracted him to SCSU.

Dana and his wife Anna live in St. Cloud. Dana was born in St. Cloud but grew up in Alexandria, where his parents still live. His wife is a dentist in Cold Spring. In addition to outdoor activities, Dana enjoys cooking and travel. Anna and he visit the North Shore several times a summer, and also have traveled to Alaska, the Grand Caymans, and plan a trip to Europe in the next year. Dana said he is famous for his Philly cheese steaks and is exploring an interest in baking.

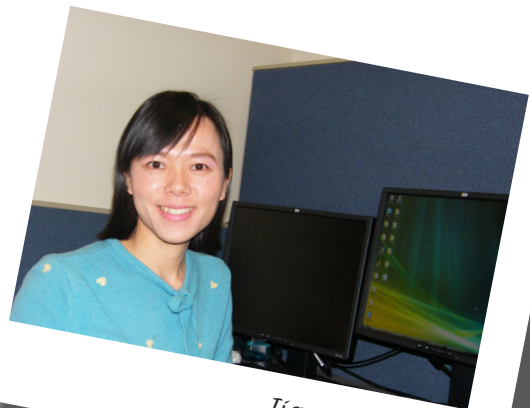
After finishing the graduate program, Dana hopes to get a job as a media specialist or in the field of technology integration. His personal plans also include buying a house and having children.

WELCOME

New Graduate Assistants

Jiangmei Yuan, also known as May, is a new graduate student in Information Media with a focus on Instructional Design and Training and a graduate assistant in CTC and IMS. Before she came to St. Cloud, May had taught English at Zhongnan University of Economics and Law in her home country, China, for a couple of years. She completed a master's degree in Teaching English as a Second Language (TESL) at SCSU last semester. Business training appeals to her because in her opinion, the spread of knowledge from generation to generation could be accredited to teachers, but to train people in the business world is equally worthwhile or even more rewarding. After exploring the need, designing courses, and passing knowledge to the targeted audience, we can see the magic power of knowledge.

May loves traveling. She said: "Mixing with local people, watching the scenery, and the building up of excitement when I reach the airport make me addicted to traveling." May has visited to a lot of famous travel destinations in China. Her dream is to travel around the world when she



Jiangmei Yuan

can afford the money and time.

One of her cousins, who was born and raised in the countryside and who became a prominent businessman through his strenuous efforts, always encourages and inspires her. "After I talk to him, I always feel there is no difficulty in my life that cannot be achieved," she said.

Having stayed in St. Cloud for almost 2 years, May loves it because of the people who are always accommodating and the weather, which, although cold in the long winter, is impressively agreeable in summer.



Sabina Yasmin

Sabina Yasmin, a new part-time graduate assistant in the CIM office, hopes to travel all over the world. Niagara Falls and Walt Disney World top her list of places to see in the United States. Originally from Bangladesh, Sabina came to the United States with her husband, who was completing his Ph.D. at the University of Washington. The couple has also lived in the Twin Cities and now lives in St. Cloud

with their three-year-old son, Shamin.

Sabina has a Masters in Mathematics from National University in Bangladesh. Even though her husband works at the College of St. Benedict, St. Joseph, she decided to pursue a graduate degree in Information Media at SCSU. She has not decided which track she will complete, although she said she is leaning toward Information Technologies.

Sabina enjoys cooking and all kinds of music. She talks to her parents on the phone whenever she can since they and all her siblings still live in Bangladesh. She also enjoys playing with her son, taking pictures of him, and shopping for herself and her family. She misses her mom's homemade food and her friends and parents in Bangladesh.

"I want to finish my Master's here, work for few years and after my son goes to school, I will work on my Ph.D.," Sabina said. Her father and husband are big influences on her life, and she said her husband encouraged her to take the TOEFL and GRE to prepare for graduate school.

Mary Waite, a new full-time graduate student in CIM, divides her time between the Vera W. Russell Curriculum and Technology Center and CIM. She earned her bachelor's degree in English from SCSU. Her college years started at the University of Wisconsin-Stout, which led her to an internship at Walt Disney World Resorts.

Mary worked for the St. Cloud Times for 7 years and then worked as a stay-at-home mom for 9 years. Last year, she worked at Madison Elementary in St. Cloud as a member of Minnesota Reading Corps, helping K-3 students with literacy skills. She is originally from Wisconsin and has traveled all over the United States. She also visited Germany during high school, and she plans to visit England next summer.

Reading books and volunteering are her favorite things to do when she's not watching her four sons in their activities. She said, "Education and literacy are my passion." She also likes to watch movies,



Mary Waite

especially foreign films. As a volunteer, she works at the St. Cloud Public Library and Tri-County Humane Society. One of her favorite volunteer activities was spending a week at the Rosebud Reservation in South Dakota helping with home renovations and assembling school supply bags for 1000 students.

Congratulations to the Scholarship Recipients

Luther Brown: Breanna Cardinal

Carl & Marilyn Savage: Zaid Ali

Information Media News is published bi-annually by the Center for Information Media, St. Cloud State University, St. Cloud, MN 56301-4498. The opinions expressed within this newsletter reflect official positions of neither SCSU administrators nor faculty. Newsletter staff would like to thank each individual who contributed to this publication.

Co-editors: Mu He, hemu0801@stcloudstate.edu, Mary Waite, wama0802@stcloudstate.edu, and Sabina Yasmin, yasa0901@stcloudstate.edu, Dr. Karen Thoms, Faculty Advisor, *e-mail: kthoms@stcloudstate.edu*

The Center for Information Media and Learning Resources & Technology Services staff welcomes news of events, issues, and current and former students. To forward news items or change of address information, please contact:

Center for Information Media
Miller Center, Room 110
St. Cloud State University
720 4th Avenue South
St. Cloud, MN 56301-4498
Telephone: 1-320-308-2062
e-mail: cim@stcloudstate.edu
<http://www.stcloudstate.edu/cim>



information media news

Center for Information Media
Miller Center, Room 110
St. Cloud State University
720 4th Avenue South
St. Cloud, MN 56301-4498